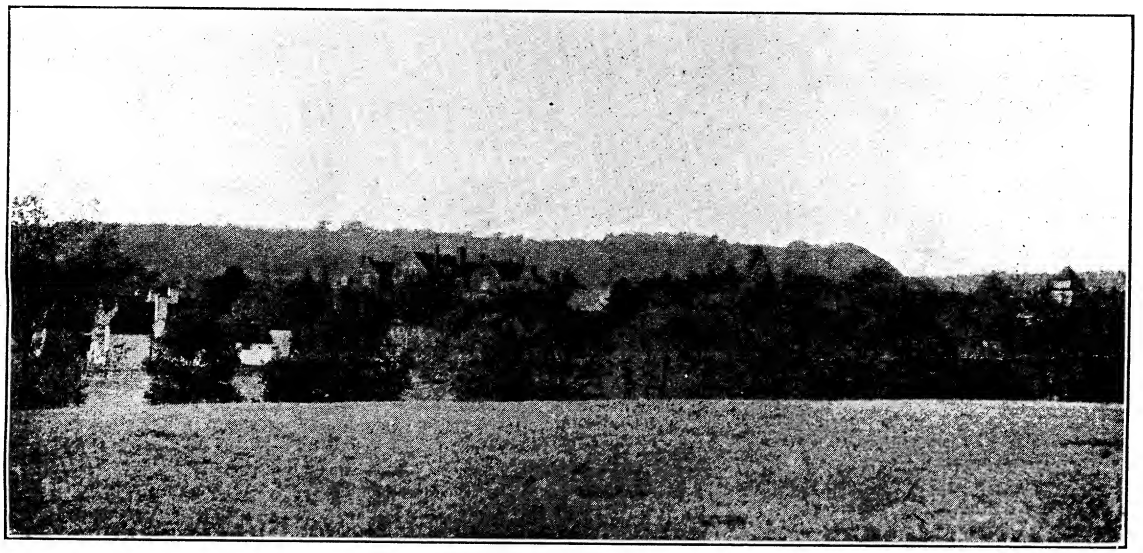
BEDALES SCHOOL,

PETERSFIELD, HANTS.



PROSPECTUS

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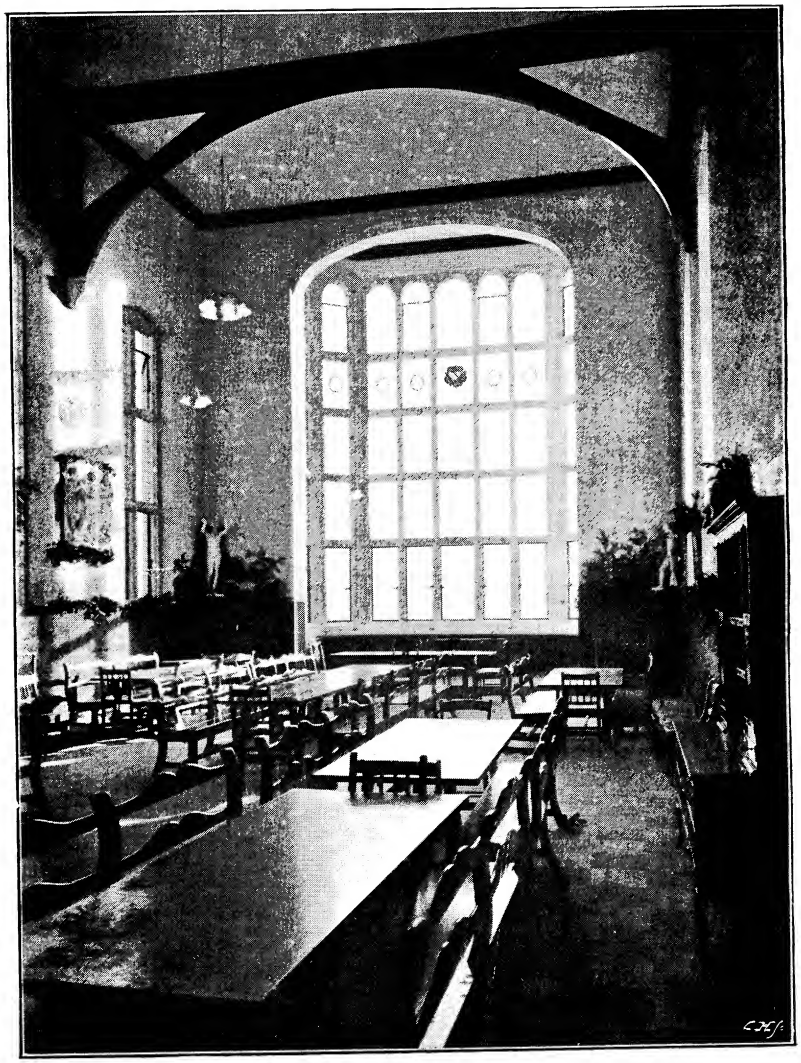

THE DINING-HALL

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†Hugh H. L. Bellot, D.C.L., Barrister-at-Law, The Mill, High Ham, Somerset, and 10, Gray's Inn Place, Gray's Inn, W.C.

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†*Dukinfield Henry Scott, F.R.S., lately Honorary Keeper of the Jodrell Laboratory, Royal Gardens, Kew; East Oakley House, Basingstoke, Hants.

*A. C. Seward, M.A., F.R.S., Master of Downing College and Professor of Botany in the University of Cambridge; The Lodge, Downing College, Cambridge.

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†*Judge H. Y. Stanger, Winterbourne Park, Bristol.

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*Philip Dymock Turner, M.D. (Lond.), Sudbury, Ryde, I.W.

†*Alfred Wilson, Melrose, Ella Road, Crouch Hill, London, N.

† Parents of Boys now or recently in the School.
* Parents of Girls now or recently in the School.

THE SCHOOL ESTATE

THE School, founded in 1893, was moved in 1900 from its original position (near Hayward's Heath, in Sussex) to new buildings erected on a property bought for the purpose, to the north of Petersfield, in Hampshire.

Station. Petersfield, on the London and South Western Railway direct line from London to Portsmouth, is reached in 2 hours from Waterloo. The School is 1½ miles from Petersfield Station. (Cab-fare from the Station to the School, 2*s.*)

Site. The School is situated on a hill overlooking the Rother valley, at a height of 350 feet above the sea-level, and about 12 miles from the sea. Behind it, within a mile, the North Downs rise to a height of 800 feet. In front, across the valley, are the South Downs, within easy reach. The soil upon which the School buildings stand is sand; the School estate, of 120 acres, comprising about equal extents of the sand gravel and clay of the Weald formation.

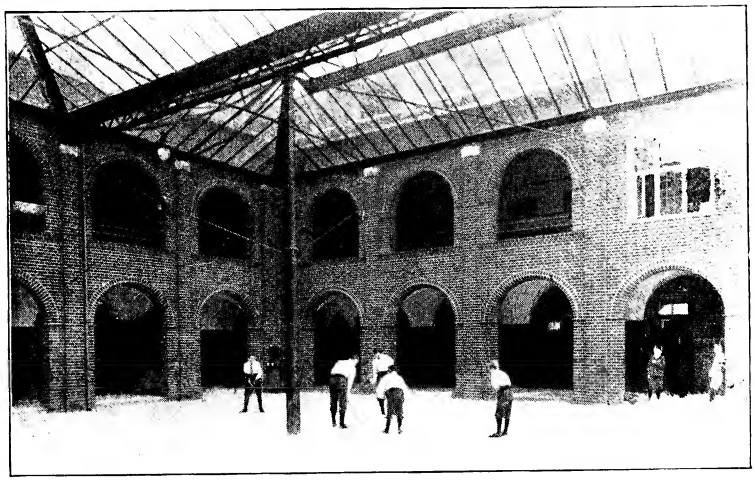
Buildings. The School buildings, consisting of three large houses with various subsidiary buildings, are planned for a school of about 200. The main block, built for the purpose in 1900, and since then greatly enlarged, surrounds a quadrangle which is covered in to afford a play and drill ground for wet weather. About 80 boys are housed in this main building; the girls occupy the original dwelling-house, "Steephurst," 150 yards or so distant, now entirely rebuilt. A Junior House, for boys and girls under the age of 11, was added in 1905.

Water supply. The water supply is obtained from the Petersfield water-works. The water has been pronounced by the analyst an excellent drinking-water.

Playing fields, garden and farm. There are 12 acres of playing fields for cricket, football, lacrosse, &c., a rifle-range and a large open-air swimming bath. There is an experimental school garden, as well as a large ordinary garden and orchard; and a farm of 80 acres, comprising both arable and grazing land, not only supplies us with milk, butter, &c., but offers opportunities for boys destined for farming, colonial life, the management of estates, &c., to acquire a practical knowledge of farming.

THE MAIN SCHOOL BUILDING

"STEEPHURST," THE GIRLS' HOUSE



IN THE QUADRANGLE

THE LIBRARY

GENERAL SCHEME OF EDUCATION

At Bedales boys and girls under the age of 11 are received in the Junior House. After this age they may enter the main School, and remain with us throughout the whole of their school days, until the age at which they pass on to the University or to whatever professional or business training they may require[1].

A school course extending over so many years must necessarily differ greatly, in method and aim, in the earlier and later stages. Up to the age of 15 or 16 we give to all alike a similar all-round education; above this age we begin to prepare them either for their work in life, or, more usually, for the special course of training required for it, whatever this may be.

In the earlier stage the aim is to develop the child's powers in a healthy and organic manner rather than to achieve immediate examination results; and thus to lay a sound basis for later specialization in any given direction. With this view the earlier course is made as wide as possible, including (for all alike) training in the mother tongue, reading, writing, composition and literature, French, Latin, mathematics, nature-study leading to formal science, geography, history, drawing, singing, and some manual occupation, such as sewing, cooking, carpentry, and gardening.

By this means, by the time the age of 15 or 16 is reached, it should be plain in most cases what is a boy's[2] bent and in what direction his abilities tend, whether, for example, towards a more specially linguistic and literary training, or science, or practical pursuits. It should also be possible at this time to decide whether he is to pass on to the University, to enter business, or to study for some particular profession. In any case his studies should now be more specialized and directed towards the end in view; after this age therefore the work is more individual, and preparation for necessary examinations is undertaken.

As to the methods by which these aims are carried out more details will be found in the following sections. A few of the more general distinctive features of the system may be mentioned here:—

(1) Freedom from the mental overstrain so common at school and so fatal to the best development of mind and body alike at the age when physical growth is making immense demands on the stock of energy. This freedom from overstrain we aim at attaining by shorter hours of brain work, by variety of subject, the inclusion of manual work, music and drawing in the daily routine, and the postponement, to the second stage, of preparation out of class-hours and in the evening. The morning is given up to the ordinary class-work, varied by a period of gymnastics, the afternoon to manual and out-door work or games, and part of each evening to various occupations and social gatherings.

[1] It must be clearly understood that at Bedales boys are not prepared for entrance into the Public Schools. The work of the School is arranged as a whole upon lines which, while suitable for the requirements of University or other training, are very different from those followed at the Public Schools, and the attempt to combine the two is not advisable.

[2] For convenience the words 'boy,' 'he,' 'him,' 'his' are used, but unless otherwise stated no distinction between boy and girl is intended.

(2) The subordination of all rote-work and acquirement of information to the power of using faculties. Instead of merely setting children down to learn things out of books, we appeal wherever possible to their senses and reasoning powers, and thus arouse their interest in the work itself. Some subjects are studied more especially for use, some for their discipline, and some for the training in taste and general culture that they give; but in all alike, in language and in literature, in science and mathematics, our object is to set children discovering for themselves, and using their faculties at first hand.

(3) The practical recognition of character-training as a side of school-life by the importance attached to personal habits, by the cultivation of a frank and friendly spirit between children and teachers, by the constant endeavour to associate freedom with responsibility and self-reliance, and by the joint education of boys and girls under teachers of both sexes.

A few words are needed to show how far this intercourse of boys and girls is carried in the actual working of the School.

The girls sleep in their own house, but join the classes in the main building, where they remain throughout the greater part of the day. They attend the same classes as the boys, and are allowed, in the senior classes, as wide a range in the choice of special studies. Out-door games form as large a part of their training as with the boys; these games are such as are suitable for girls (lacrosse for example taking the place of football), and are usually separate, occasionally shared with the boys. They have Swedish drill and gymnastics, as taught by Madame Bergman Oesterberg. They share the carpentry, garden and dairy work with the boys; but in place of the metal and farm work, they have courses of sewing, cookery, &c. in their own house.

In all this our aim is to give the girls the same healthy life and the same range of intellectual training as we give to the boys, together with the intercourse and wider interests of a school-life shared with them. And we do this in the belief that the gain is equally great for both sexes. While the robust and vigorous life of the boys, with its traditional code of honour, its abhorrence of pretence, its worship of pluck and physical excellence, and its encouragement of self-reliance, will be found to supply, we believe, an excellent training for girls, these can bring a higher standard of work and intellectual emulation, a keener conscientiousness and a readier unselfishness, to extend the school-boy code of honour where at present it is weakest, and civilize a society where strength is apt to be the readiest arbiter. And we feel that the work of the school is in every way deepened if it can help in the gradual removal of prejudice, misunderstanding and self-consciousness that at present not only make a barrier between the sexes in school years, but are also the cause of so much folly and unhappiness in youth and maturer life[1].

[1] Anyone desiring further knowledge of the general plan of education will find the subject more fully treated in a pamphlet entitled "Bedales School: Outline of its Aims and System," to be obtained from the Headmaster. Parents thinking of sending their children to Bedales are especially requested to read this pamphlet, as it sets out in more detail the manner of life they will lead, and the ideas that will be set before them.

I. PHYSICAL TRAINING: HEALTH REQUIREMENTS

1. **Sleep.** Nine and a half hours are allotted to sleep, and, in addition, the younger children go to bed an hour earlier than the rest.

2. **Food.** There are three chief meals in the day, as usual. Beside these, biscuits or fruit are provided in the middle of the morning and afternoon.

The food is good and abundant, and includes plenty of milk direct from the farm. Parents are particularly requested not to send any eatables, sweets, &c., or allow them to be brought from home.

3. **Clothing.** Special attention is given to the subject of clothing. A list of requisites, drawn up with a view to health and economy, is sent to each parent. For all outdoor work and play boys and girls alike are required to change into special clothes every afternoon.

4. **Fresh air.** Open windows are the rule in all rooms while in use. All living-rooms, class-rooms and dormitories are warmed by means of hot water. The dormitories vary in size from 5 to 11 beds; in the girls' house they can be divided into cubicles by curtains whenever desired.

5. **Arrangement of work.** The hours are carefully arranged with a view to exercising the various faculties without excessive strain on any. Brain-work is in no case continued longer than two hours without a considerable break. The length of a class varies from half-an-hour to two hours according to age and subject. For all but the oldest, the afternoon (if not a half-holiday) is mainly given up to handwork of various kinds or to games; and only in the upper half of the School is there evening preparation work for the following day.

6. **Gymnastics and Dancing.** Every morning but one there is a period set apart for physical education. This includes Swedish gymnastics, taught to the boys and girls separately by a trained gymnastic master and mistress, dancing, rifle-practice, and, for the older, a weekly class in anatomy and physiology.

Every child is examined at the beginning and end of term, and a record kept of height, weight and other important details. When necessary, special individual treatment can be given, in addition to the ordinary class-work.

7. **Games, etc.** All are expected to take part in the school-games, and are taught swimming in summer, unless either of these things is forbidden by the doctor.

8. **Manual work.** Besides the usual games regular hours are spent in some out-door occupation, such as gardening or farm-work. Regular hours are also allotted to manual work, such as carpentry, both for its educational value, and as a healthy change from sedentary work.

9. **Infection.** At the beginning of every term a signed certificate of health is required for each child stating that he has not been near any known case of infectious disease within a specified time before his return to school.

10. **Illness.** A medical man, resident a mile distant from the School, is summoned in case of accident or illness, and also visits the School daily in order to attend to slighter ailments.

11. **Sanatorium.** Each house has a sick room where a boy or girl can be kept apart from others when desirable; in case of illness, or for more complete isolation or rest, they are sent to a Sanatorium in the School grounds, under the charge of a trained Nurse.

II. MENTAL TRAINING

In the teaching methods the attempt is made to put in practice the conclusions arrived at by modern educationalists from a sympathetic study of children's ways of thought. Instead of compelling boys to store up rules, abstractions, and facts in word-form, unintelligible at the time, to be used and comprehended in the future, the aim is to arouse interest and to make the work living from the first. The perceptive and imitative faculties are utilized as well as the memory, and the reasoning powers exercised on experimental facts.

The School falls into three divisions, corresponding to differences of age, as follows :—

In the Lower School, of children up to 11 or 12, the course of work includes Reading, Writing, simple English Grammar and Composition, French (taught conversationally), Arithmetic, Geometry, History, Geography, Nature-study, and training of eye, ear and hand by means of Drawing, Music, Modelling, &c.

In the Middle School, from 11 or 12 to about 16, the work is graduated in the different classes according to age and acquirement, less time being given to the more elementary work; the range of subjects includes Latin and Algebra. The methods of teaching change with the growth of a child's powers: the work becomes more formal, and text-books are introduced or constructed by the children from their own notes. During this course they are not prepared for any outside examination.

Having passed through these classes into the Upper School, a boy or girl can take up special work, whether in Classics, Modern Languages, Mathematics or Science in any of its branches, and so prepare for College, for business, or for a later professional or technical training. Greek can now be taken by those who require it, or German as an alternative. In order to obtain exemption from University Matriculation or any other initial examination that may be necessary, all who require this are expected at this stage to take the Oxford and Cambridge Joint Board School Certificate or Higher Certificate, according to their ability, and some are usually working also for a University scholarship. Boys intended for colonial or out-door life can also spend more time in the workshop and in gaining some knowledge of farm-work.

A few words may be added as to the methods of teaching the various subjects above mentioned, especially in the Lower and Middle School, where the foundations of all work must be laid.

Language: French and German.

The aim of the Modern Language teaching is to make ear, tongue and eye familiar with the living language and to give a thorough grounding in the necessary grammar, so that a boy having passed through the course should need but a short residence in France or Germany to become at home with either language. With this in view the beginners' work is entirely oral, consisting chiefly in conversation, description, repetition, singing of songs and acting of scenes. Later, books are used, and the children practise reading, speaking and writing side by side, building up the elementary grammar for themselves at each step. Finally, more advanced grammar and composition are added, and they begin

the study of French and German literature. Latin, on the other hand, is taught primarily as a means of mental training. In Latin, therefore, the grammar is regarded as of the first importance, but it is learnt by practice in writing Latin, rather than by rote. The beginners in this way work through a preliminary course of grammar; and as soon as possible they proceed to translation of Latin authors. The work is throughout an exercise of the reasoning powers, and is valuable no less for the completer understanding of modern tongues, and of the methods of language in general, than as an introduction to a more detailed study of the classics—Greek as well as Latin—in the Upper School for those whose tastes develop in this direction, and for those going on to the older Universities, which require these languages for entrance.

Latin.

The elements of grammar and analysis are learnt in English before Latin is begun. Composition is in the lowest class largely oral, and consists of the retelling of stories, or of facts drawn from the other lessons. These are next written down, the form being first arrived at by the class in common, later by each child alone.

English.

In each class literature has a place. In the Lower School, stories and famous legends are read aloud; and in the other classes tales in prose or verse, translations from the classics, and such parts of our great writers as are within the range of interest at the various ages are studied. In the Upper School weekly essays are written upon a wide range of subjects.

The teaching of history begins with stories and lives of great men, and proceeds to a continuous course of English history, and from that to some of the more important periods in general history, with increasing fulness of detail and attention to the social economic and constitutional aspects of history. In geography the aim is not so much to fill the memory with names and figures as to give some real knowledge, by means of maps, pictures, &c., of the chief countries of the world, beginning with our own, and of the facts of physical and commercial geography; with which are combined practical lessons on the making of maps.

History and Geography.

In Mathematics we begin with Arithmetic and Geometry. Arithmetic is approached in a practical way by concrete questions dealing with everyday experiences. In the Lower School at least half the time is given to oral arithmetic, and this is continued in less degree in the Middle School; and throughout the school much time is spent in black-board work. Longer problems are drawn from the work in science, geography, surveying, carpentry, &c. The metric system is taught practically by means of rules divided into centimetres and tenths of inches, and by the use of the decimal system of weights in the laboratory. By such means decimals are soon reached. Little stress is laid on "commercial" arithmetic in the ordinary school course; drill in this is given if needed, as mentioned later.

Mathematics: (1) Arithmetic.

The root-idea of geometry being measurement, this is the first thing learned by common-sense methods such as measuring the class-room, its windows, door, &c. Simple geometrical drawing follows, and then the cutting out of plane figures. After this, the experimental inductive geometry

(2) Elementary Geometry.

of plane figures is alternated with the practical drawing of plans and elevation of simple solids. Finally courses of graphical Algebra of the simplest kind are introduced. The aim of the whole work is to supply scientific method, to train in neatness, and provide an introduction to more advanced work on modern lines.

(3) Algebra.

Algebra is begun in the Middle School, and is treated at first as generalized Arithmetic. Stress is laid on the different operations already learnt in Arithmetic, and their proper application in Algebra; the children being taught from the first to refer back to Arithmetic as the test of their results. No text-book is used in the beginners' class; for the upper classes Prof. Chrystal's Introduction has been found the most suitable basis. As early as possible the graphic method on squared paper is employed, not only for illustration of the different kinds of functions and for use in solving equations, but also because a knowledge of coordinates helps the introduction of mathematics into physical science, and breaks down the separation between Algebra and Geometry.

Advanced Geometry.

A course of Demonstrative Geometry, arranged in accordance with the recent Cambridge schedule, is taken in the highest classes. Most proofs are taken orally, and a sound practical knowledge is gained by the working out, at first with help, of numerous exercises. As soon as a class is able to begin demonstrative geometry, then merely practical geometry becomes less important, but it is not entirely omitted.

Trigonometry and Analytical Conics.

These subjects are studied by only a small number of pupils. On account of the very general familiarity with graphical methods throughout the School, not much difficulty has been experienced in these branches.

Differential and Integral Calculus.

Appropriate courses, based on graphical methods and introductory to the Calculus, are given when required in the Upper Forms of the Middle School. Those pupils, who wish to pursue this study further, work systematically through a suitable text-book.

The aim throughout the teaching of the more advanced work is firstly, to suggest the proper mathematical process by operations with simple quantities, small numbers or class-room objects, leading gradually to more difficult processes and operations with general quantities. In this way, for example, the notions underlying the Differential and Integral Calculus are first grasped and applied to the drawing of tangents, and to the calculation of the areas of simple curves. Only when the fundamental conceptions have been adequately formed is an exhaustive logical criticism attempted; while the learners are helped to realize the truth of their work by appealing to arithmetic or to the more concrete sciences, mechanics, heat, or electricity.

Time beyond the ordinary class-hours can be allotted to those preparing for special examinations; as also to those who must leave school early, or those who are on any account backward in their work, for receiving a thorough drill in parts of the subjects already covered.

Science.

In science the courses are arranged so as to follow more or less the same kind of development as has actually been the case historically. Roughly speaking, the broad outlines of each science—the observation of facts and the handling of tools and machines—are taught empirically in the earliest classes in each subject. In the Middle School more exact and formal work is begun. The rough ideas which the child has used and handled and which he has picked up "by contact" are now clarified and made more exact.

Following this main plan the science course begins in the bottom class of the Lower Middles with Natural History; walks and outdoor work being continued all the year round. The upper classes in the Lower Middles do qualitative work in physics, biology and chemistry, the subject matter being always chosen for its application to everyday life.

In the Upper Middles the classes take one term of every year for physics, chemistry and biology. The work here begins to be more systematic; but it is throughout experimental, and attention is paid rather to the teaching of the scientific method than to the rapid attainment of a wide range of experience.

In the Removes the classes begin to work at a definite examination syllabus, and at this stage the child has to make a choice between the physical and the biological courses. In physics, a proportionately large amount of time is devoted to experimental mechanics on account of its fundamental importance in all exact thought about natural phenomena.

In the Upper School the subjects are dealt with in a more exhaustive manner, and text-books are made use of. Specialization for Scholarship work is now allowed.

Throughout the School use is made in science teaching of examples drawn from the work in kindred subjects such as mathematics, surveying, mechanical drawing, meteorological observations, and the various handicrafts. Furthermore the construction of apparatus and free-time work in the laboratories are encouraged to initiate the pupils into the methods of original research.

Parallel to the general science work a course is arranged for the benefit of those not taking Latin, in and above the Upper Middles, who would seem to profit by more practical and applied work in science, drawing and geography.

Music.

Special attention is given to music. All are taught class-singing, in unison and in harmony, as part of the regular school course. The junior classes are taught the elements of music, and to read at sight on a method, which, while making use of Tonic Sol-fa, retains the staff notation. The piano, violin and 'cello are taught as extra subjects, the time devoted to these being taken from other work, such as gardening or carpentry, and not from games. There are a Senior and a Junior Orchestra, which all learners of stringed instruments join as soon as they are found capable.

Drawing.

All below the Upper School are taught drawing by use of pencil, charcoal and brush. In the junior classes the work chiefly consists of black-board drawing, comprising outlines of plants and animals and the elements of design; brush-drawing from nature, and drawing from memory and

imagination. In the Middle School all go through a course dealing more particularly with technique, outline drawing and perspective, light and shade, and water-colour painting, from models, from the cast and from life. The drawing from nature and designing is continued throughout, and as far as possible is co-related with science lessons and the handicrafts, e.g. carving, leather-work, clay-modelling, &c. In the summer out-door sketching is taken up. In the Upper School drawing becomes a voluntary subject, and special courses are taken in more advanced work.

Handwork.

Handwork begins, for the younger children, boys and girls alike, with sewing and cooking. In the Middle School both alike go through a course of woodwork, involving the use of the various tools in a graduated series of exercises and models, in the School workshop, where, no less than in the class-room, educational methods are followed, and an educational purpose, beyond the mere teaching of joinery, is kept in view. After this three years' course, girls take up more advanced work in cookery, dress-making, &c., and boys can follow a course of metal-work, especially suitable for those who are to take up engineering, and carry out such work in practical construction as the needs of the place continually require.

Surveying.

Surveying is taught to boys and girls in the Lower Middle School. Commencing with simple problems in practical measurement, they are led up to triangulation and work with the theodolite. Notes are taken in the field, and from these notes plans are afterwards drawn showing contours and all main features of the land.

Out-door work.

Two afternoons in each week are given to out-door work instead of games. Work in the experimental garden, in the school orchard and in the dairy is done by the boys and girls under the direction of a member of the staff. The care of bees and poultry is also taught. The boys also do most of the work required in the care of the playing-fields, &c., and may, if it seems advisable, take part in the work of the farm.

Voluntary work and Prizes.

During spare time, especially in the winter terms, all who are so inclined can learn such occupations as book-binding, wood-carving, leather-work, basket-plaiting, &c., and carry them on in the evenings. Prizes are not given for the ordinary school work, but are offered for voluntary work done during the year, such as essays, plans, models, working drawings, books read, Natural History.

There are at regular intervals, throughout the winter terms, music recitals, and lectures, the latter usually illustrated by means of the lantern.

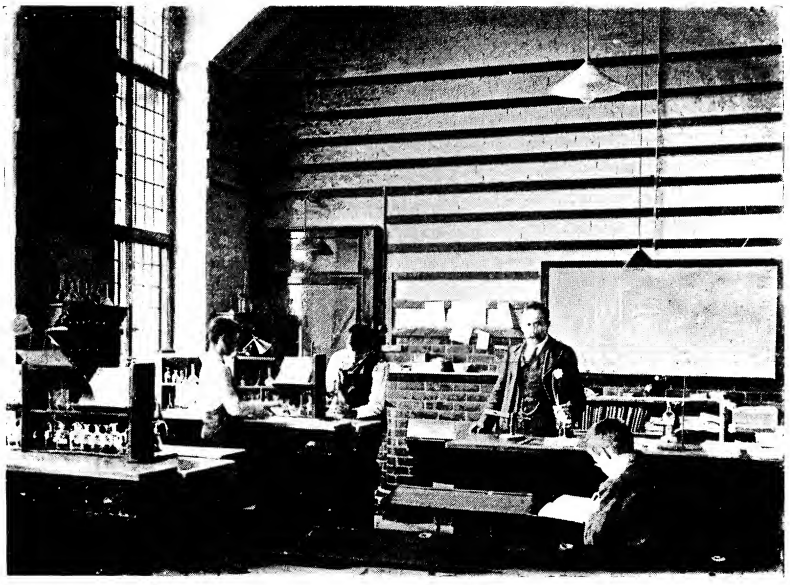
III. MORAL TRAINING

It is impossible within the limits of a School Prospectus to detail any plan of training character, which depends far more on the personal influence of the teachers and the general tone of the School than on matters of routine. It is not so much by sermons and the discipline of the class-room as by close and friendly daily intercourse that this influence is exerted and public opinion shaped. Each is made to feel that watchful personal interest is taken in his or her welfare and difficulties; and with the older in particular the more difficult questions of private

A COOKING CLASS

A JUNIOR SCIENCE LESSON

AN ORCHESTRA PRACTICE



IN THE CHEMICAL LABORATORY

and school-life are fully discussed. The members of the staff share all their pursuits, are with them at their meals and in their games, as well as in their work; and in this common life is found the best safeguard against the evils so often associated with School.

A few special points require mention.

Prayers and Services.

There are daily prayers, including a reading from the Bible and the singing of a psalm or hymn. On Sunday evening there is a longer service of a simple kind, suited to children, with more music, and concluding with an address by one of the members of the Staff.

Responsibility and Self-reliance.

While boys and girls are here trusted with greater liberty than is usual at most Schools, they are taught to feel that they are themselves responsible for the right use of it, and the elder also for the younger. As large a share as possible in the management of the school life is given to the older boys and girls, and the younger are taught, by having definite duties assigned to them, to recognize and welcome opportunities of service to the community. The organization and direction of the games is in the hands of the various elected captains; and the internal government of the houses in those of the prefects appointed by the Headmaster; but there is no sort of "fagging" system.

TIME-TABLE, TERMS, ETC.

8.30. Prayers and bed.

The younger children go to bed at 7.30.

There are two half-holidays in the week, used for matches, voluntary pursuits, expeditions, &c. Some of these in the Summer Term are utilized for expeditions to places of interest in the neighbourhood. Except in very special circumstances, no mid-term exeats are allowed.

[NOTE. During the war, owing to the absence on service of several members of the Staff, and the difficulty of adequately replacing them, some minor modifications of the above programme may be necessary, and other kinds of work substituted for any, such as surveying, that may have to be laid aside for a time. But in all the main lines here laid down the work will be carried on as usual, with the addition of military drill and other kinds of work that may seem necessary in order to prepare boys to take their part, if needed.]

IN THE CHEMICAL LABORATORY

and school-life are fully discussed. The members of the staff share all their pursuits, are with them at their meals and in their games, as well as in their work; and in this common life is found the best safeguard against the evils so often associated with School.

A few special points require mention.

Prayers and Services.

There are daily prayers, including a reading from the Bible and the singing of a psalm or hymn. On Sunday evening there is a longer service of a simple kind, suited to children, with more music, and concluding with an address by one of the members of the Staff.

Responsibility and Self-reliance.

While boys and girls are here trusted with greater liberty than is usual at most Schools, they are taught to feel that they are themselves responsible for the right use of it, and the elder also for the younger. As large a share as possible in the management of the school life is given to the older boys and girls, and the younger are taught, by having definite duties assigned to them, to recognize and welcome opportunities of service to the community. The organization and direction of the games is in the hands of the various elected captains; and the internal government of the houses in those of the prefects appointed by the Headmaster; but there is no sort of "fagging" system.

TIME-TABLE, TERMS, ETC.

The following table will show the general arrangement of the day:—

SUMMER	
6.45.	Rise (swimmers are allowed a short bathe).
7.5.	A short run or sharp walk.
7.20.	Breakfast.
7.45—8.30.	Bedmaking, &c.
8.30—10.5.	1st and 2nd School.
	Break for lunch.
10.15—12.30.	3rd, 4th and 5th School.
12.30—12.50.	Bathing (for boys and girls on alternate days).
	Inspection.
1.	Dinner.
1.30—2.30.	Quiet time for rest.
2.30—6.	Workshop, Drawing, Music, Games, Gardening, Expeditions, &c. (varying on different afternoons).
6.	Tea.
6.30—7.30.	Preparation, Class-singing, &c.
7.30—8.30.	Evening School.
8.30.	Prayers and bed.

WINTER	
7.	Rise.
7.20.	Run or sharp walk.
7.25.	Breakfast.
7.50—8.45.	Bedmaking, Music-practice, &c.
8.45—10.10.	1st and 2nd School.
	Break for lunch.
10.30—12.50.	3rd, 4th and 5th School (including Gymnastics or Dancing).
	Inspection.
1.	Dinner.
1.30—2.30.	Quiet time for rest.
2.30—5.	Workshop, Drawing, Music, Games, Surveying, Gardening, &c.
5—6.	Afternoon School.
6.	Tea.
6.30—7.30.	Evening School.
7.30—8.30.	Handicrafts, Lectures, Debates, Concerts, Dancing, &c. (varying on different evenings). On some evenings Preparation.
8.30.	Prayers and bed.

The younger children go to bed at 7.30.

There are two half-holidays in the week, used for matches, voluntary pursuits, expeditions, &c. Some of these in the Summer Term are utilized for expeditions to places of interest in the neighbourhood. Except in very special circumstances, no mid-term exeats are allowed.

Sunday. Sunday begins with prayers at 8.30. There are no lessons, beyond a practice of the music required for the evening service, and an hour is set apart for writing home. In the morning all whose parents so desire can attend the parish church, close to the School, or any other of the neighbouring places of worship. In the afternoon all go for a walk in larger or smaller groups. In the evening a service is held at the School, at which all are required to be present.

Terms and holidays. The usual Terms are kept, beginning in January, May, and September. Each term is between 11 and 13 weeks in length. The holidays are in summer $7\frac{1}{2}$ weeks, in winter $3\frac{1}{2}$ weeks, and in spring one month. Punctual return to the School on the day fixed is required. Only illness or other urgent reason can be allowed as excuse for infringement of this rule.

SCHOOL FEES, ETC.

The charge for each boy or girl entering the School under 15 is 100 guineas a year, each Term's fees being payable in advance. There is a reduction in the case of brothers and sisters at the School at the same time, and for those in the Junior House.

Extra charges. The only extra charges are (1) for laundry, £1. 5*s.* a term, (2) a Medical and Sanatorium charge of £1 a term, covering all ordinary medical fees and nursing (unless an additional special nurse should be required), (3) fees for medical gymnastics or any special tuition not provided for in the school-course, and tradesmen's bills for any article procured at the School by the parents' wish. For children learning the piano, violin or 'cello, an extra charge of £4. 4*s.* a term is made, and for members of the Senior Orchestra, a charge of £1. 1*s.* For those remaining at the School for any portion of the holidays the charge is £2. 2*s.* a week.

Books are usually provided by the School, a charge of 7*s.* 6*d.* a term being made for the use of books, stationery, &c. A charge of 5*s.* a term is also made for the use of workshop tools, whether for wood or metal-work, and a similar charge is made in the case of senior boys who are specializing in Science and making much use of the apparatus in the laboratories.

There is a subscription of 10*s.* each term to the combined Games and Library fund.

Removal. Notice of removal must be given in writing a full term in advance, otherwise the following Term's fees will be charged. No remission of fees can be claimed on account of illness or enforced absence.

Entrance. A boy or girl over 15 can only be entered by special agreement, and for such the fees are £120 a year. Parents wishing to enter a child should communicate their intention to the Headmaster if possible a full year in advance, in order to ensure admission at the time desired.

Visits to the School. Visitors desiring to see the Headmaster and to see over the School when at work are invited to lunch in Hall on any Tuesday or Friday during Term. They are requested to give notice of their intended visit. Strangers are asked not to select other days for a visit, or if this is necessary, to do so only by special appointment.

The list of clothing, &c., required will be supplied to parents on application, and, if desired, a number of the "*Bedales Record*."

All communications to be addressed to J. H. BADLEY, M.A.,
Bedales School, Petersfield, Hants.

December, 1915.

MANUAL WORK: LEVELLING

IN THE WORKSHOP

AT WORK IN THE SCHOOL-GARDEN

"LABOUR, ART, WORSHIP, LOVE, THESE MAKE MEN'S LIVES"

BEDALES
WORK OF EACH
FOR WEAL OF ALL
FEG
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